

From past to present:
Learning about the impact of history
through literature and research

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Unit Plan Inquiry Project

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Unit Overview

During this reading and research-based unit, students will read at least one fiction or non-fiction book which focuses on an example of historical intolerance. Students will utilize Blogger as a web 2.0 tool to foster and facilitate discussion about the reading with their classmates and teacher. To extend and expand their knowledge of modern or historical intolerance, students will collaboratively research an example of 20th century genocide. Students will evaluate the information and summarize the most applicable facts regarding a general overview of what happened, why it happened, who was affected, and what the results were. Students will work collaboratively during this research. They will present their research findings in a Prezi to classmates who will be taking notes as audience members. These notes will then serve to facilitate reflection on the local and global impact of genocide.

Unit Rationale

This unit encompasses objectives for both process and content. The use of web 2.0 tools such as blogging and online presentation tools like Prezi engages students and transforms how they learn. Learning becomes more engaging and social in nature. Richardson (2010) describes many uses for blogging, among them commenting on one another's posts to deepen understandings of class assignments. Leu, Leu, & Coiro (2004) describe Internet Inquiry as developing a question, searching, for information, evaluating the information, composing an answer to the initial question, and sharing with others much like the students will when they research 20th century genocide and share that information with their classmates. Web 2.0 tools change the hierarchy of teaching and learning where many members of the classroom community have expertise (Leu, Leu, & Coiro, 2004, p 105).

Students' exposure to historical events through literature can make history more accessible to students. Because students might identify with protagonists the potential to have a deeper connection to the particular historical event exists. This could transfer to a connection or emotional impact regarding the particular injustice that the protagonists of these book face. As students segue into researching about actual examples of injustices when they research a 20th century genocide, fiction and non-fiction are bridged. Students can begin to see the impact that injustice in it many forms has on the globe.

Common Core Connection

The unit encompasses several of the Common Core State Standards for English language arts. When students read their chosen literature books and answer questions posed on the blogs, they will access the common core state reading standards for literature 1,2,3,4,5, and 6. Each of these standards delineates how students may deepen their understanding of a particular text by analyzing literary aspects such as theme, characterization, or text structure. When students research and access non-fiction text, they will be tapping into the common core state reading standards for informational text 1, 2, 4 and 7. These standards articulate how students should be able to cite text evidence to support a main idea, summarize, develop strategies for unfamiliar vocabulary, and use different mediums to learn about a subject. Common core state writing standards 6, 7, and 8 will be utilized when students use Prezi as a publishing medium and use multiple sources to complete a research project. Common core state speaking and listening standards 4 and 5 will be put into practice as students present their research engagingly and in a multimedia format. Common core state language standards 1,2, and 3 will be emphasized through evaluation of the students synthesis piece written after the presentations.

Unit Parameters and Transdisciplinary Potential

Unit Parameters

1. Student Learning Objectives: Objectives are described at the beginning of each included lesson plan in this unit.
2. Materials: Materials are listed within each lesson plan
3. Time Frame: This unit is designed to take place for fifteen to twenty 40 to 50 minute sessions. It is designed for 8th through 10th grades.

Transdisciplinary Potential

This unit could potentially be transdisciplinary with a concurrent social studies class. Discussion of the topics covered in the novels and the subject matter researched can be continued and fostered within both classes. Additionally, students could lengthen their research to include a traditional research paper for a writing class. Potential exists to include music and/or art classes in an exploration of the time period of the novels or to expose students to the music and art of another culture as part of their research.

Lesson 1: Getting Ready

Goal: To introduce the unit and get students to activate prior knowledge in order to facilitate reading comprehension and make an informed decision about a book choice.

Student Objectives:

1. Students will be able to compare and contrast what they know about intolerance in the past as well as the present
2. Students will be able to make an informed decision about a fiction or non-fiction book to read

Time frame: 40-50 minutes

Teacher preparation:

1. Copy the K-W-L/ C-C chart and book survey (Attachment A)
2. Read and/or familiarize yourself with the books offered. You may want to prepare a short book talk for each book. Additionally, there may be book trailers available to upload to help “sell” the books to students.
3. Upload book trailers and K-W-L/ C-C chart and book survey to an accessible file

Materials:

1. K-W-L/ C-C chart and book survey (Attachment A)
2. Computer with internet access and projector
3. Several copies of each book offered (*Bud, Not Buddy* by Christopher Paul Curtis, *Roll of Thunder* by Mildred D. Taylor, *Witness* by Karen Hesse, and *Night* by Elie Wiesel).

Lesson:

Anticipatory set

1. As students enter the room, project the question “How important is history?”
2. As students settle, survey the class in general about what they think.
3. Introduce the unit by stating that the students will be learning about examples of intolerance in the past and present through reading books of

their choice , blogging about them, researching an example of intolerance and, presenting their research to their classmates.

Procedures

1. Pass out the K-W-L/ C-C chart and book survey. Project the file from the computer in the front of the room and explain directions to the students.
2. Have students take 2 minutes or so to brainstorm what they already know and what they want to know about the topic of intolerance.
3. They can turn to a partner for 2 minutes and share what they have written.
4. Have the students share their ideas whole group as the teacher or students posts the classes' ideas on the projected example.
5. Next have students repeat the process comparing and contrasting past and present examples of intolerance.
6. Again, share and post as a whole group.
7. Transition into the book talks and trailers by stating that each of the books offers insight into a historical example of intolerance
8. Share prepared book talks and/or book trailers. Pass out examples of the books to students as you are doing this.
9. Have students take some time to rank their choices on the K-W-L/ C-C chart and book survey

Assessment

1. Before students leave, have them write a quick response on the back of K-W-L/ C-C chart and book survey to the question "How important is history?"
2. Collect K-W-L/ C-C chart and book survey. (Plan on time to read over student choices and assign books before the next session)

Lesson 2: A Bump to a Blog

Goal: To introduce students to blogging by exposing them to various published blogs, having them watch a Brain Pop video, brainstorming what makes an effective blog, contributing to a class designed rubric and setting up Blogger accounts.

Student Objectives:

1. Students will be able to identify and articulate what they observe about effective blog postings.
2. Students will create a rubric to use for blog postings.

Time frame: 40-50 minutes

Teacher preparation:

1. Copy the Rubric Template (Attachment B)
2. Familiarize yourself with Blogger.
3. Create a class Blogger site
4. Create a Brain Pop account (you can use the free trial)
5. Make sure all students in your class have parental permission to create a g-mail account or already have an e-mail account. Collect this information and invite the students to post to the blog,
6. Copy the Reading Schedule Sheet (Attachment C)

Materials:

1. Rubric Template (Attachment B)
2. Computer with internet access and projector
3. Class set of computers with internet access

Lesson:

Anticipatory set

1. As students enter the room, project the question "What makes a good blog post?"
2. As students settle, survey the class in general about what they think.

Procedures

1. Play the Brain Pop video on Blogging and internet safety.
(<http://www.brainpop.com/english/writing/blogs/> and
<http://www.brainpop.com/technology/computersandinternet/online-safety/>
)
2. Prior to viewing, tell students that the purpose for viewing is to strengthen their knowledge about effective blog posting. Discuss after viewing with a partner.
3. Model for students how to access Blogger. With a partner, students should view several blog postings, making note of what they see as effective and ineffective blog postings.
4. Pass out the Rubric Template (Attachment B) to students to begin drafting a rubric to use for their own and their classmates' blog postings
5. As a whole group, share and come to consensus as to the MOST important aspects of a blog post. Model and revise, as needed, on the projector. Save this document to either upload to the class site or copy in paper form for each student.

Assessment

1. Have students quickly write the answer to the question "What makes an effective blog post?" on a half sheet or so of paper as you pass out the reading schedule sheet and assigned books.
2. Assign the first reading section to be completed by next session

Lesson 3: Blogging for Literacy

Goal: To reinforce blogging as a dialogue between students and teacher for the purpose of enhancing comprehension of text.

Student Objectives:

1. Students will be able to create their blog accounts to post to a class blog.
2. Students will be able to illustrate comprehension of text through reader response dialogue using blogging as a venue.

Time frame: 40-50 minutes for lesson modeling. Students will post to the class blog for a total of 5 times over the next 6 class sessions,

Teacher preparation:

1. Copy the Reading Response Guide (Attachment D). Upload this to the blog site.
2. Also, invite all students to participate in the blog through their e-mail prior to this class session.

Materials:

1. Copies of the Reading Response Guide (Attachment D) for each student
2. Computer with internet access and projector
3. Class set of computers with internet access

Lesson:

Anticipatory set

1. As students enter the room, project the question "How do we know when we read well? What helps us to understand what we are reading?"
2. As students settle, survey the class in general about what they think.

Procedures

1. Have students access their e-mails and respond to the invite that was sent prior inviting them to be a part of the class blog.
2. You should model on the projector how students should choose a user name and password. A suggestion for forgetful students...create a generic

password for all (Pizza1 or something like that) that you tell them privately.

3. Point out the Reading Response Guide posted on the blog.
4. Assign students to create their first blog post based on the first assigned section of the reading. They may choose to write about something on the Reading Response Guide or something else if they feel strongly about it. Try to have students avoid merely summarizing.
5. Demonstrate for students how they can read other's posts (even from other classes) and post comments. Invite students to do so.
6. Provide time for students to create their first blog post and to read other's posts and respond to them.

Assessment

1. Assign the next reading section (s)
2. Read and respond to the student's posts. Make suggestions if students seem to be struggling based on what they post. You can also meet privately with students if they seem to be struggling. If students seem to be strong readers, suggest other works they can access to extend their knowledge and curiosity of the subject matter.

Lesson 4: Blogging Evaluation

Goal: To evaluate the students' comprehension of the texts through using the blog posts as a medium.

Student Objectives:

1. Students will be able to self-evaluate their own reading comprehension by examining their blog posts
3. Students will be able to draw a conclusion about their blogging behavior by examining their own blogging dialogue.

Time frame: 40-50 minutes

Teacher preparation:

- 1 Copy the Blogging Reflection Sheet (Attachment E)

Materials:

1. Blogging Reflection Sheet (Attachment E)
2. Computer with internet access and projector

Lesson:

Anticipatory set

1. As students enter the room, project the question "How do we know when we read well? What helps us to understand what we read?" Tell them that this question is being revisited in light of their blogging.
2. As students settle, survey the class in general about what they think.

Procedures

1. Pass out the Blogging Reflection Sheet. Project the file from the computer in the front of the room and explain directions to the students.
2. Have students take 2 minutes or so to access their blog. They should take 5 minutes or so to read over their posts.
3. They can turn to a partner for 2 minutes and share what they have observed as far as their blogging.
4. Have the students then share their ideas whole group.

5. Next students should answer the questions on the Blogging Evaluation sheet. Assess if you think the students would be more honest if their responses were kept private. If so, they should answer the questions and e-mail them to the teacher privately

Assessment

1. Before students leave, collect their evaluations. If they are not finished, they may finish for homework. The evaluation should be considered a summative assessment to see if the interaction with others enhanced their reading comprehension. Was the opportunity to interact with others motivating?

Lesson 5: Rolling into Research

Goal: To introduce students to the research aspect of the unit, have them choose topics and begin researching

Student Objective:

1. Students will develop critical evaluation skills as they read a variety of online text and evaluate each for content and how it applies to their research questions using a note taking format of their choice.

Time frame: 40-50 minutes (you will need several class sessions of 40-50 minutes each)

Teacher preparation:

1. Copy the Task Description Sheet (Attachment F) and Presentation Rubric (Attachment G)
2. Read and/or familiarize yourself with the following websites. You may want to bookmark them on the class computers: The History Place (<http://www.historyplace.com/worldhistory/genocide/index.html>)
United Human Rights Council (http://www.unitedhumanrights.org/genocide/genocide_in_rwanda.htm)
Armenian National Institute (<http://www.armenian-genocide.org/>)
University of Minnesota Center for Holocaust and Genocide Studies (<http://www.chgs.umn.edu/webBib/links/>)

Materials:

1. Task Description Sheet (Attachment F)
2. Presentation Rubric (Attachment G)
3. Computer with internet access and projector

Lesson:

Anticipatory set

1. As students enter the room, project the question "What does intolerance look like in the real world?"
2. As students settle, survey the class in general about what they think.

3. State that the class will be learning about real-life examples of intolerance in the past and present through research and presenting their research to their classmates.

Procedures

1. Explain the purpose, research questions, steps, and evaluation for the project.
2. Assign partners and the 20th century genocide each will research to each pair of students. A list of 20th century genocides includes, but is not limited to Rwanda, Darfur, Armenia, the Holocaust, Cambodia, Bosnia, and the Ukraine.
3. Provide time for students to access bookmarked sites to read and gather information to answer the research questions. Students may use traditional note cards or an online subscription site like Noodletools to take notes and document sources.
4. Monitor and assist students as they research, providing feedback as necessary.
5. You may want to guide students in their goal-setting so that they plan their time productively.

Assessment

1. Students use of the time provided them will have to be formatively teacher-assessed. If students seem to be having trouble, please plan a time to meet outside of class time to research.

Lesson 6: Presenting Prezi

Goal: To introduce students to Prezi as the presentation tool for their research.

Student Objective:

1. Students will develop presentation skills as they design and present their research through Prezi using a rubric to guide their finished product.

Time frame: 40-50 minutes (you may need several class sessions of 40-50 minutes each)

Teacher preparation:

1. Familiarize yourself with the Prezi website: (<http://prezi.com/learn/>)
You may want to bookmark it on the class computers.
2. You may want to design a Prezi mapping out the unit to use as a model for the students.

Materials:

1. Computer with internet access and projector
2. Classroom computers
3. Students will need access to their research notes
4. Presentation Rubric (Attachment G)

Lesson:

Anticipatory set

1. If you have designed a Prezi, have it running as students enter the room.
If not, pose the question "What is a new presentation tool I can use?"
2. As students settle, survey the class in general about what they think.

Procedures

1. Use the projector to model how to access and create a Prezi account.
2. Provide time for students to create their accounts. Monitor and provide assistance when necessary.
3. When all students have created accounts, model simple formatting. You may use the "Learn" tutorials as a base and go from there.

4. With Prezi, make sure students understand the “Zebra” and that they need to clearly mark the pathways in the order that they wish their information presented.
5. The templates are helpful for a quickly designed Prezi.
6. Remind students that they should be focusing on multimedia as a part of their research and presentations.
7. Provide assistance as necessary, again, helping students to self-monitor the use of their time.
8. Remind students of the criteria on the rubric.

. Assessment

1. Students’ use of the time provided them will have to be formatively teacher-assessed. If students seem to be having trouble, please plan a time to meet outside of class time to continue their Prezi designs.
2. Set a due date for the presentations several class periods in the future. Students may want to work outside of the classroom in addition to the class time provided.

Lesson 7: "Prezinting": Student presentations using Prezi

Goal: To utilize Prezi as a multimedia format to teach others about a topic. Students should be utilizing effective listening skills as they participate as audience members.

Student Objectives:

1. Students will listen effectively to classmates' presentations using an audience participation note taking sheet.
2. Students will practice speaking skills as they present their research to their classmates..

Time frame: 40-50 minutes (you will need several class sessions of 40-50 minutes each depending on the size of each class)

Teacher preparation:

1. Copy the Audience Participation Notetaking Sheet, (Attachment H)
2. Make sure that all students are prepared and ready. Sometimes a quick e-mail, phone call or text (perhaps using Textmark) is helpful and reassuring.

Materials:

1. Audience Participation Notetaking Sheet (Attachment H)
2. Computer with internet access and projector

Lesson:

Anticipatory set

1. As students enter the room, project the question "What can I learn about intolerance from watching others present their research?"
2. As students settle, survey the class in general about what they think.

Procedures

1. Students should share their research with their classmates through their Prezis.
2. As students watch and listen to the presentations, they should be taking notes on their notetaking sheets.
3. As an independent assignment, students should read over their notes to familiarize themselves with the content and think about what these events

have in common with each other in addition to the impact genocide has on local and global communities.

4. Students' notes should focus on when and where the genocide took place, who was involved, how and why it happened, and what happened as a result.

Assessment

1. Evaluate each presentation using the rubric.
2. You may want to have students self-evaluate in addition.
3. Audience participation sheets should be evaluated in terms of completion.

Lesson 8: Synthesis and Reflection

Goal: To have students process the content of their classmates' presentations, draw accurate conclusions based on evidence, synthesize, and reflect upon what they have learned through the unit.

Student Objectives:

1. Students will reflect thoughtfully on the content of their own and their classmates' presentation through a written piece which includes information from the presentations
2. Students assess what they have learned through the course of the unit.

Time frame: 40-50 minutes (more time may be needed for students to work independently or in class)

Teacher preparation:

1. Copy the Reflection Question and Evaluation Sheet, (Attachment 1)

Materials:

1. Reflection Question and Evaluation Sheet (Attachment 1)
2. K-W-L (from Lesson 1)

Lesson:

Anticipatory set

1. As students enter the room, project the question "How important is history?"
2. As students settle, remind the class that they are revisiting this opening question to see what they have learned.

Procedures

1. Facilitate a discussion regarding students' observations and synthesis from their notes. The discussion should serve as a precursor to writing a brief synthesis and reflection about the impact has had on the world and the impact knowing about history has on modern life.
2. Students should fill out the "L" part of their K-W-L.
3. Assign students to complete the writing prompt (Reflection Question and Evaluation Sheet).

4. Collect when finished. You may assign to be completed independently or next class session if students need more time.

Assessment

1. Evaluate the students' reflections using the criteria listed on the sheet.

Opportunity for Teacher Reflection

This unit provides several opportunities to reflect upon as far as research and educational exploration. The following questions may be posed as an opportunity to focus observations:

1. How do social networking opportunities impact students' comprehension of assigned text?
2. How does an online presentation application impact students' ability to gain knowledge about a subject?

Additionally, within this unit there is very little direct instruction in using the internet to research. It would also be interesting to observe how students' navigate the web for research.

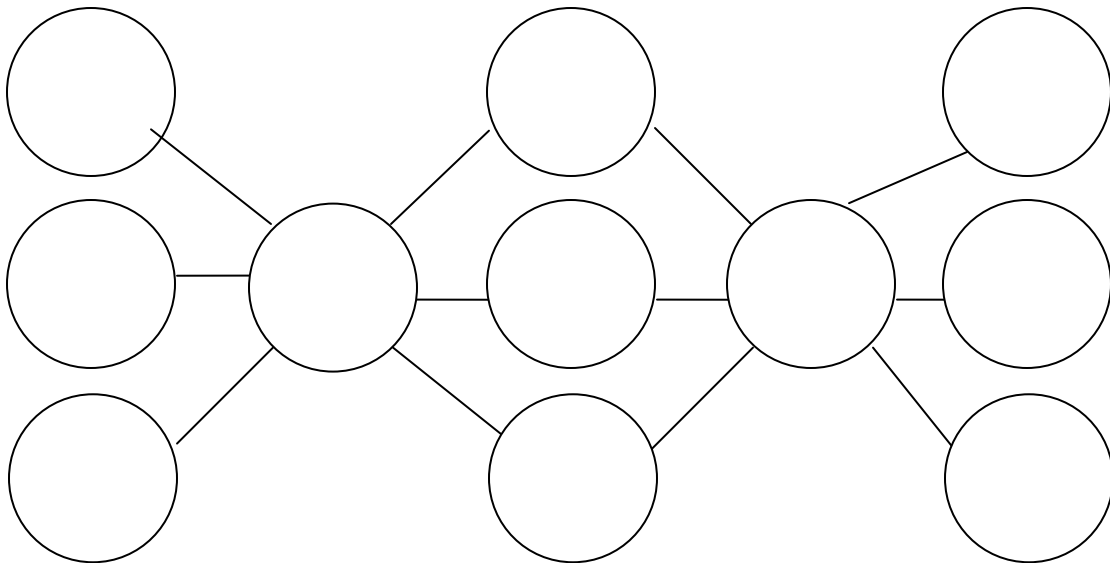
Attachment A

Name _____

date _____

K-W-L/ C-C chart and book survey

K	W	L



Book Rankings

Please rank the books 1-4 (1 being the MOST desirable, 4 being the LEAST desirable)

_____ 1. *Witness*

_____ 2. *Night*

_____ 3. *Bud, not Buddy*

_____ 4. *Roll of Thunder, Hear my Cry*

On the back of this paper, please answer the focus question "How important is history?"

Attachment B

Name _____

Rubric Template

	What are the degrees to which the blog post should exhibit the identified characteristics?			
<div style="border: 1px solid black; padding: 5px;"> <p>WHAT exactly is important in an effective blog entry?</p> <p>What are the elements that an effective blog post should have? What do You see that it SHOULDN'T have?</p> </div>				

Attachment C

Name _____

date _____

Reading Schedule sheet

1. Divide your assigned book into 5 sections. You will be assigned to complete each fifth of the book by a particular day. Please follow the schedule as you will be expected to participate in class activities as well as posting to the class Blog for each section.

Book title and author _____

Section 1: pages _____ to _____ Due: _____

Section 2: pages _____ to _____ Due: _____

Section 3: pages _____ to _____ Due: _____

Section 4: pages _____ to _____ Due: _____

Section 5: pages _____ to _____ Due: _____

Attachment D

Reading Response Guide*

As you read and write about what you have read, consider the following questions. You may use them as a basis for your postings. However, if there is another topic about which you feel strongly, you may write about that, too.

Remember to read other's posts and comment on them. Before you post again, read the comments posted to your last post.

Questions to consider as you read

1. What THEMES are you noticing across the text as you read? How are these developed?
2. Provide a brief summary of the parts of the text that you see the THEME developing. What is the relationship to the characters, setting or plot?
3. How does the dialogue in the story propel the action, reveal characterization, or inspire a decision?
4. What unfamiliar words are in the book? How are you using strategies to find meaning?
5. How does the author use figurative language? How does this reflect the author's TONE?
6. How is this text similar or different to other texts you have read?
7. How is the text structured?
8. Are there particularly happy or sad parts in the book? Are any of these related to the point of view of the author or one of the characters?

*Modified from NY State Common Core document (Reading Standards for Literature 2-6)

Attachment E

Name_____

date_____

Blogging Evaluation

Directions:

1. Read over the rubric the class created for blogging, then take some time to read over your blog posts.
2. What do you notice about your posts and your comments? Are there any emerging themes or threads? What are your blogging habits? Turn to a partner and take turns discussing your what you noticed.
3. Be prepared to share your observations with the class.
4. After class discussion, answer the questions on this paper (you may type and e-mail them if you prefer)

Questions

1. What do you tend to write about in your blog posts? How frequently do you use specific text details?
2. Do you feel that blogging HELPED or HINDERED your understanding of the text? Explain.
3. How frequently do you use the questions on the Reading Response Guide and how frequently do you write about a topic of your choice?
4. Whose posts have you commented on? Who comments on your posts? Have you commented on any posts from people you don't know well? Did reading other's posts inspire you to want to explore another book or research a topic further?
5. Did this enhance your understanding of history or intolerance? Explain.
6. How often did you post? How often did you comment? Did you feel burdened to make blog posts or comments?
7. Overall, tell me what you think was useful and not useful about blogging about your books.

Attachment F

Name _____

date _____

Research on 20th Century genocide

Topic: 20th century genocide

Task: You and a partner will be assigned particular 20th century genocide to research. You will take notes from bookmarked sites and use those notes to create a Prezi to share with your classmates. As an audience member during the presentations, you will take notes. You will then use these notes to synthesize a written reflection piece discussing the impact genocide has on local and global communities.

Rationale: According to the Common Core State Standards, students should have continued experience writing research questions, gathering and organizing new information from several sources, synthesizing, and documenting that information in a cohesive and engaging presentation.

Focus questions for task:

1. How do I effectively use research strategies to gather and synthesize information on a topic?
2. How do I effectively use online presentation tools to illustrate my topic?
3. What can I learn about 20th century genocide from researching, writing and listening to others present information?

Learning Goals:

Upon completion of the task, students will have

1. Accessed and online sources to gather information about their topic
2. Created a 3-4 minute Prezi encompassing textual and multimodal elements summarizing and addressing the causes and effects of the genocide researched.
3. Used in-text citations and correctly (MLA) formatted Works Cited
4. Presented the information in an engaging multi-media format in front of peers and teacher.
- 5.. Listened while others presented and used this opportunity to learn from others.
6. Written a reflection piece addressing the commonalities among the genocides and the impact genocide has on the local and global community.

Requirements for task:

1. Access more than one reliable website for information
2. Take notes (use physical notecards or Noddletools)
3. Cite all sources
4. Paraphrase information-you may NOT merely copy and paste)
5. Include multimedia when possible
6. Plan for 8-10 minutes presenting.
7. Be prepared for questions from the audience

Evaluation: 1. Presentation rubric
2. Notes on research
3. Audience Participation Notes

4. Reflection
Due Date:

Attachment G

Lessons from History... Genocide Research Prezi Rubric	4 Advanced (18-20)/20 (9-10)/10	3 Proficient (15-17.5)/20 (7.5-8.5)/10	2 Basic (13.5-14.5)/20 (7)/10	1 Below Basic (13>)/20 (6.5>)/10
Textual Elements(40% or 20/50 points) The presentation <u>contains accurate, relevant, and plentiful information</u> about a specific 20th century genocide. The causes and effects of the genocide are made clear, in addition to a summary of what happened. All sources are cited.				
Multimodal Elements (40% or 20/50 points) The presentation <u>contains other elements such as pictures, videos, audio files, or links</u> that enhance and further the points made through the textual evidence.				
Creativity and Effort (20% or 10/50 points) The presentation is <u>organized, fluent (“flows”), and engaging</u> . The presentation shows that the student <u>learned to utilize the available technology</u> to deepen his/her understanding of the topic as well as share that information with others.				

Name _____

date _____

Audience Participation Note Taking Sheet

Name of speakers _____

Summarize what happened (where, when, who, how)

Causes (Why)

Effects (What happened as a result?)

Your thoughts

Name _____

date _____

Reflection Questions

Looking over your notes from your own and your classmates' presentations on 20th century genocide consider and write about the following:

1. What do these events seem to have in common? Are there any themes that emerge as a thread which ties these events together as far as the causes go? Use details from your notes in your answer.

2. What is the impact that genocide has on the local and global community? What should be done to prevent genocide in the future? Use details from your notes in your answer.

You may use additional paper

Criteria: In your answer be sure to

- Have a clear thesis statement
- Use details from your notes to illustrate your points
- Organize your writing
- Use conventions of the English language correctly and effectively

Works Cited

Leu, D.J., Leu, D.D., & Coiro, J. (2004). *Teaching with the Internet* (Fourth ed.). Norwood, MA: Christopher-Gordon.

New York State, New York State Department of Education. (2011). *Standards for English language arts and for literacy in history/social studies and science*. Retrieved from website:
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf

Richardson, W. (2010). *Blogs, wikis, podcasts, and other powerful web tools for classrooms* (3rd ed.). Thousand Oaks, CA: Corwin Press.

